

# **S.A.F.E. FY 2010 Report**



“Raising fire safe generations”

## **What is S.A.F.E.?**

The Student Awareness of Fire Education (S.A.F.E.) Program is a grant program to local fire departments designed to put trained firefighter-educators in the classroom to conduct fire and life safety education programs in grades Pre-K through 12. The primary mission is to enable students to recognize the dangers of fire and more specifically, the fire hazards that tobacco products pose. Through the S.A.F.E. program, firefighters are trained as public educators to deliver age-appropriate fire and life safety lessons in close coordination with classroom teachers and health educators.



## **Funding and Participation**

During the first seven years, S.A.F.E. was funded by the tobacco tax, better known as the Health Protection Fund, because smoking was and remains the leading cause of fire deaths. FY '10 marked the 15<sup>th</sup> year of funding for program and planning grants in the amount of \$1,200,000 from General Revenues in the state budget. The grant was shared by 198 fire departments.

## **Department of Fire Services Training**

The credibility of the S.A.F.E. Program rests on properly trained firefighters. The high quality of the fire and life safety education specialist is the foundation of the S.A.F.E. Program. The fire educator's enthusiasm and commitment to the S.A.F.E. Program and its students are critical. The Massachusetts Firefighting Academy offers a variety of training programs for fire educators, including a week long class *Public Fire and Life Safety Educator* that is based on the standard set out in the National Fire Protection Association's Standard 1035 *Professional Qualifications for Public Fire and Life Safety Educator*. In addition, the Public Education Unit in the Division of Fire Safety provides programmatic support to local S.A.F.E. Programs through in-service training, site visits and technical assistance.

## **Certification of Fire and Life Safety Educators to National Standards**

In 2003, the Massachusetts Fire Training Council established a voluntary certification program for Public Fire and Life Safety Educator- Level 1. Administered through the Massachusetts Firefighting Academy, firefighters must pass a written exam and they are required to provide documentation of prior field experience in teaching young children, school-age children, and adults before submitting to a practical examination requiring firefighters to demonstrate their teaching skills. This certification program also contains a re-certification process requiring educators to document continued field experience and continuing education.

## Partnerships in the Classroom

Essential to the S.A.F.E. Program's success is a working partnership among firefighters, classroom teachers, and health educators. The core of the S.A.F.E. Program is to deliver age-appropriate lessons on the key fire safety behaviors that are linked to meeting the objectives in the Department of Elementary and Secondary Education (DESE) Curriculum Frameworks. By working together, key fire safety behaviors such as *Stop, Drop, and Roll*; *Making and Practicing Home Escape Plans*; *Reporting Fires and Emergencies* are introduced to children. Often, these fire safety behaviors are also easily combined with a math, science, language arts, health, or physical education lesson to complement the teacher's classroom curriculum.



**Sparky and friends at the East Brookfield Parade**

## Mass. Public Fire and Life Safety Education Curriculum Planning Guidebook

There are many nationally recognized fire and life safety curricula in existence. The Department of Fire Services (DFS) did not want to tell fire departments which one to use, just as the state Department of Elementary and Secondary Education does not dictate to local school departments which curricula to use. Local programs must have the flexibility to evaluate them for themselves and choose to adopt, adapt or develop their own lesson plans. In addition, curricula can come in and out of favor over time, but what does not change rapidly, are the key fire and life safety concepts we want to teach. DFS in conjunction with the *Mass. Public Fire and Life Education Task Force*, developed the *Massachusetts Public Fire and Life Safety Education Curriculum Planning Guidebook* to help fire educators develop their programs and design their lesson plans. The bulk of the guidebook contains the key behaviors by age group and indicates what we want children at each level to know about the topic and, using Bloom's Taxonomy, how the instructor will know if the student has learned the key behavior. In addition, the guidebook cross-references with the Department of Elementary and Secondary Education's *Health Curriculum Frameworks*, provides resources and references to videos and curricula that are appropriate, and other guidelines for developing lesson plans, understanding Education Reform, and how to work with schools to help them accomplish their objectives.

## Proving Public Education Works

In the fifteen years of the S.A.F.E. Program, we have identified more than 247 “young heroes”, children who have used the fire and life safety lessons they learned in the classroom during a real life emergency to save themselves or others. We are proud of these *young heroes*. It is sad anytime someone is faced with an emergency, but these situations could easily have been more tragic had these youngsters not known what to do.

The report that follows summarizes the activity of the FY '10 S.A.F.E. Program. We are particularly proud of the innovative programs the local S.A.F.E. educators have created and the commitment these communities have demonstrated in “raising a fire safe generation of children”.

## Fire Safety Houses

Every fire department in Massachusetts has a fire safety house available to them for use in their S.A.F.E. program. There is one in each of the 15 mutual aid districts across the state. A fire safety house is a recreational vehicle trailer that is outfitted like a home interior, including a bedroom where the door can get hot, the room can fill with theatrical smoke and children can practice going out the window and down a ladder to safety. The different rooms of the fire safety house set the stage for discussing the prevention of home fire and burn hazards as well as giving youngsters a fun and safe way to practice a home escape plan. The fire safety house has proven to be a valuable educational tool for a S.A.F.E. educator to use when teaching key fire safety behaviors. It is also used as an evaluation tool at the conclusion of a program where students can demonstrate to instructors what they learned in the classroom lessons.

In FY 2006, a five-year plan was implemented for replacing the 15 fire safety houses; three each year. In FY 10 the replacement plan was completed.



**Millbury FD Assistant Chief Jeffrey Dore using the DFS cooking prop to teach a class on home cooking safety.**



**Worcester Lieutenant Ann Marie Pickett teaching with the Hazard House.**



## Hazard Houses

Every fire department in Massachusetts also has a *Hazard House* available to them for use in their S.A.F.E. programs. It is a large tabletop display of a home that can be used to teach many key fire and life safety behaviors. With electricity, the smoke alarms actually work, and with Plexiglas the smoke can be seen rising up the stairwell from a child playing with a lighter, from a man falling asleep smoking in an overstuffed chair, and from a pan on the stove. The home is filled with many hazards, which can be “corrected” by folding over a flap. As the instructor moves from room to room they can discuss prevention and removing home hazards. It is designed to address fire and burn prevention as well as other major injury prevention topics.



Display at the Fire Safety Conference in Devens

## Evaluation of the S.A.F.E. Program

In 2009 the Department of Fire Services developed a third grade evaluation tool to help measure the S.A.F.E. Program’s effectiveness. This gives us a statewide snapshot of what third graders know about fire safety. In creating this tool we believe that we have a consistent, measurable and easy method to provide statistical data that proves the S.A.F.E. Program works and students are actually learning what we think we are teaching. Departments were able to use this tool in FY 10 and expect that 2011 will show an increase in the number of departments using the third grade evaluation. We are currently pilot testing a 6<sup>th</sup> grade evaluation tool and developing a 10<sup>th</sup> grade evaluation tool. This will give fire educators three snapshots of what our students have learned about fire safety at different stages of their education. It will also help us measure the value and the impact of the S.A.F.E. Program as well as continually improve.

## Public Education Resource Library

The Public Education Unit in the DFS Division of Fire Safety also maintains a resource library for fire educators. It contains a number of curricula and videos that fire educators can review and borrow as they are designing their own lesson plans and deciding on purchases for their own programs.

In addition, the Public Education Unit provides one-page education flyers on a variety of fire safety topics, posts these on the DFS website ([www.mass.gov/dfs](http://www.mass.gov/dfs)) under *Fire Safety Topics* along with some brief statistics, prevention tips and links to other public education resources for the topic.

### **Public Education Listserv**

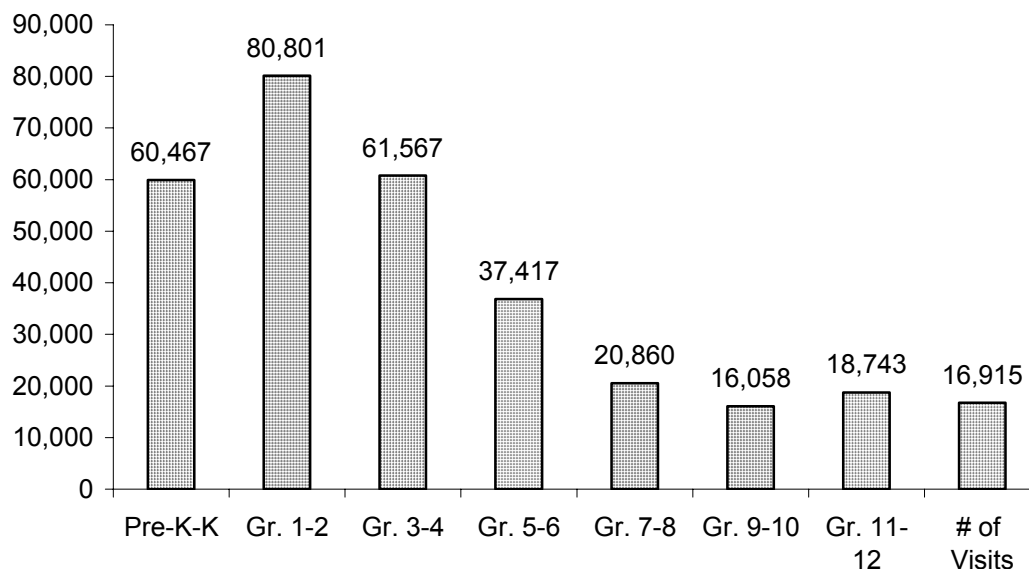
The Department of Fire Services has created a public education listserv to communicate to folks directly about S.A.F.E. and other public education news and events. Over the last few years this has developed into a very useful communication tool. Anyone interested in joining the public education listserv please send an email to: [join-dfs\\_pub\\_ed@listserv.state.ma.us](mailto:join-dfs_pub_ed@listserv.state.ma.us)

## Information about the FY 2010 S.A.F.E. Program

- Total number of communities receiving S.A.F.E. FY 2010 grants: **201**  
This total shows a decrease from the **232** communities in FY 2009 who received S.A.F.E. grants and is substantially greater than the **130** communities who initially received S.A.F.E. grants in FY 1996.
- Over **836** firefighters were involved in teaching fire safety education to children through classroom visits and community events.
- Number of firefighter visits to classrooms: **16,915**
- Number of students who received fire safety education statewide: **312,828**

The following chart lists the number of students visited by firefighters in each grade group. It shows that the grades reached the most by local S.A.F.E. Programs are grades 1-2, followed by grades 3-4 and Pre K-K.

**Number of Children Reached by Fire Fighters  
FY 2010**



## Child Fire Deaths Drop 2/3 Since Start of S.A.F.E.

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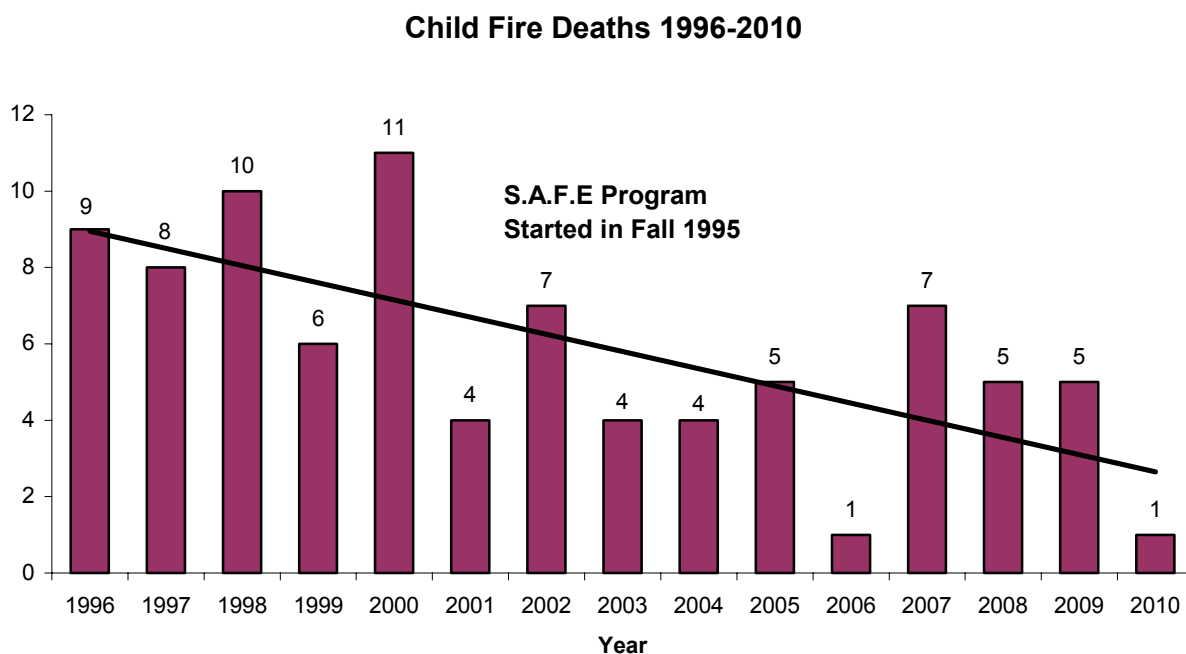
The average annual number of fire deaths of children under age 18 has fallen by two-thirds or 66%, since the start of the S.A.F.E. Program in the fall of 1995. Since fire death numbers fluctuate quite a bit from year to year, it is helpful to look both at the trend line in the graph below and at averages over several years.

During the fifteen full years that the S.A.F.E. Program has been in effect, from 1996 to 2010, the average number of child fire deaths per year is 6.0. In the fourteen years prior to the S.A.F.E. Program, 1981-1994, the average number of child fire deaths per year was 18.0. The average number of child fire deaths per year over the past five years, 2006-2010, was 3.8.

According to the Massachusetts Fire Incident Reporting System fire deaths of children under the age of 18 have fallen by 89% since the start of the S.A.F.E. Program in the fall of 1995.

### **In calendar 2010, one child died in a fire in Massachusetts.**

The one thing that is happening in Massachusetts to improve fire safety exclusively for this age group, that is not also happening to all other age groups, is consistent, comprehensive, statewide, school-based fire safety education.





## **S.A.F.E. Program Evaluation**

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Over the last several years the need for statistical data to show the effectiveness of individual S.A.F.E. programs has been stressed. Some cities and towns have done a tremendous job compiling this data by scoring pretests, post-tests, essays, homework assignments, and demonstrations. For instance home escape plans can be scored using a checklist of items that should be included in a good plan. Essays can be scored using a rubric or a checklist. This data is used to prove that this program is effective by documenting that the students are actually learning what we think we are teaching. This will impact continued funding as well as continuing partnerships with schools. Verbal questions and answers are not an acceptable means of evaluation, but can be a valuable tool in a lesson plan. Recognizing the time constraints on public fire educators and their classroom partners, the Public Education Unit strongly advises local departments to select at least one grade that is consistently evaluated year after year. Evaluations need to be done for the instructors as well as for the students to make sure that the messages are being conveyed effectively. Giving the teachers an opportunity for feedback can help improve the performance of S.A.F.E. educators and keep the partnership strong.

In 2009 the Department of Fire Services developed a third grade evaluation tool to help measure the S.A.F.E. Program's effectiveness. The evaluation tool tests knowledge on ten key concepts using 30 questions. DFS introduced the evaluation tool by providing four in-service training sessions to fire educators. These individual sessions taught fire educators how to administer the test, compile the data, interpret it and use the feedback to improve their programs. This gives us a statewide snapshot of what third graders know about fire safety. Our goal was to create a consistent and measurable tool that was easy to use in providing statistical data to see if students are actually learning what we think we are teaching. Thus far, results indicate we have achieved that aim, as reported below.

Test scores are entered into a database and analyzed by department educators. Results have been submitted to the DFS Public Education Unit to generate our first snapshot of what students know about fire safety at the end of the third grade. In FY 2010 statistics have shown us what students have learned about the ten concepts and where instructors may wish to make improvements. It also is a tool for setting next year's goals. In our first year using the tool, 13 communities and 1,794 students were evaluated with an average test score of 75%.

### Risks of Tobacco Products

Ninety-eight percent (98%) of the students knew that smokers should smoke outside and 75% knew that cigarettes were made of tobacco. However only 57% of the students could identify the ways smoking materials are dangerous. Clearly, students are aware that societal changes are moving smoker's outdoors (and coincidentally outdoor smoking fires are also increasing) but are not clear on the key dangers that tobacco products pose.

### Matches and Lighter Safety

Results show that the program is very effective in teaching match and lighter safety: Seventy-seven percent (77%) of our students knew that children should tell grown-ups when they see matches and lighters; 83% recognized that children should not touch matches or lighters and that these are only for adults' use. Eighty percent (80%) knew that adults must supervise any use of matches and lighters.

### Smoke Alarms

Sixty-nine percent (69%) of the students know that when the smoke alarm goes off they should stop what they are doing and follow the escape plan. More than two-thirds (68%) know that a chirping smoke alarm means that the batteries need replacing, and a similar number (67%) know that a child should ask a grown-up to replace batteries when the alarm chirps. Sixty-five percent (65%) of our students know what a smoke alarm does (smells smoke, makes a loud noise if there is smoke and gives the alarm to escape). Despite this understanding, only 53% of students knew smoke alarm batteries should be replaced twice a year, and slightly more (57%) could identify where smoke alarms should be placed. This is a key concept, and these results indicate it requires more emphasis.

### Crawl Low Under Smoke

Eighty-three percent (83%) of our students knew that ‘crawl low under smoke’ is the correct action to take in a fire, and even more (88%) identified the correct way to perform crawl low under smoke from four different illustrations. These results indicate that we are highly effective in this category.

### Home Escape Plans

The first question on home escape plans asks students to apply what they know about home escape planning to the child’s situation in a fire. More than three quarters (77%) identified the correct escape action. Three quarters (74%) of our students understood that every room should have two ways out. Eighty-seven percent knew that a family meeting place should be outside of a building. The final question on home escape planning once again asks them to apply their knowledge. Looking at a map of an apartment 85% of the students correctly identified the one room that did not have at least two ways out.

### Firefighters Are Our Helpers

Ninety-four percent (94%) of our students understood that firefighters are helpers, that hiding is unsafe, and that children should approach firefighters in an emergency. We are highly effective in this category.

### Reporting Emergencies

Eighty-two percent (82%) of our students understood the importance of calling 9-1-1 first to report an emergency. Slightly fewer, 79%, knew what you should not do when calling 9-1-1: say that there is a fire and then hang up. Eighty-three percent (83%) were able to identify the one situation that was not an emergency thereby showing understanding of the word and concept. We are highly effective in this category.

### First Aid for Burns

Eighty-six percent (86%) of students could identify things that could be hot and burn them and nearly three quarters, 74%, knew that running cool water over a burn was the correct care for a burn. Nearly 70% (69%), understood they should tell a grown-up if they were burned. However, only 45% of our students were aware that one should turn on the cold water first before turning on the hot water in order to prevent burns. This concept was selected from the state’s health curriculum framework for testing.

### Stop, Drop & Roll

Eighty-eight percent (88%) of the students understood that “stop, drop, and roll” is the correct response to a clothing ignition; but only 58% of the students could identify the proper method for stop, drop and roll, choosing one from four illustrations. Data collection and analysis do not include wrong answers, we do not know which wrong choice student’s most often picked. Anecdotal data

suggests they chose a “stop, drop, roll” which did not depict covering the face. Many fire educators were stunned at these results and immediately revised their lesson plans. We are revising the data system to collect information on wrong answers, since this case illustrates that information would be helpful to educators.

#### Exits in Public Places

Eighty-eight percent (88%) of our students understood that the word ‘exit’ marks the way out in an emergency. Looking at an illustration of a public place with various signs, 79% of the students correctly identified the two exits, indicating teaching has been effective on this concept.

On average, 76% of our students answered correctly on all 30 questions of the test.

**In order to be awarded grant money, all S.A.F.E. grant applications will need to include an acceptable form of student evaluation. It does not have to be this 3<sup>rd</sup> grade evaluation tool, but it should provide comparable statistics.**

#### **Future: 6<sup>th</sup> & 10<sup>th</sup> Grade Evaluation Tools**

We are currently pilot testing a 6<sup>th</sup> grade evaluation tool and are in the early stages of developing a 10<sup>th</sup> grade evaluation tool. This will give fire educators three snapshots of what our students have learned about fire safety while in school. It will help us measure the value and the impact of the S.A.F.E. Program as well as to continually improve.

## **S.A.F.E. “Young Heroes”**

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During Fiscal Year 2010, the 15<sup>th</sup> year of the Student Awareness of Fire Education (S.A.F.E.) Program, the State Fire Marshal recognized **twenty-one children** for using the fire and life safety education that they received in school to directly affect the outcome of an emergency. Through FY’10 the total number of Young Heroes is 249.

The following list describes the actions of what we call the S.A.F.E. “Young Heroes”.

### **15<sup>th</sup> Year of the Student Awareness of Fire Education (S.A.F.E.) Program (2009-2010)**

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#### **Brewster**

##### **◆Krista Svenningsen**

On October 4, 2009 at 8:10 a.m., smoke detectors were sounding in the home of Krista Svenningsen. Krista’s mother was cooking with oil when the kitchen rug caught fire. The mother and children all knew to go to their meeting place and Krista called 9-1-1 from a neighbor’s phone. Krista knew what to do and how to react during a fire thanks to the training she received in the 4<sup>th</sup> grade at the Eddy Elementary School by the Brewster Fire Department’s S.A.F.E. Program.

#### **Framingham**

##### **◆Kaitlyn Alves**

On January 24, 2010, Kaitlyn was driving past the Framingham Co-Operative Bank with her parents when she spotted flames inside the building. Kaitlyn alerted her father, who called 9-1-1. This 9-year-old girl is being credited with helping to avert a major fire by noticing the beginnings of the blaze and pointing it out to her parents.

#### **Groton**

##### **◆Jordan, Shaelyn, and Meagan Sweeney**

On the morning of July 2, 2009, the 8-year-old triplets smelled smoke in the house and alerted their parents that it was coming from the basement. There was an electrical fire in the basement and the smoke detectors never activated. As they had been taught in their S.A.F.E. class at the Florence Roche Elementary School by the Groton firefighters, the girls quickly got out of the house and stayed out. They did not stop to grab belongings. When the parents reentered the house to investigate, the girls reminded them that the firefighters say, “Get Out and Stay Out!” No one was injured in the incident.

#### **Hanson**

##### **◆Christian Silva**

On Monday, February 1, 2010, 6-year old Christian Silva’s mother suffered a medical emergency and her son called for help. Christian phoned 9-1-1, spoke clearly, stayed calm, gave the correct address, and waited for the arrival of the fire department and EMS personnel. During the emergency, Christian had the presence of mind to secure the family dog in its crate and met the fire department at the front door upon their arrival. Christian learned about 9-1-1 at home

from his parents and the Hanson S.A.F.E. program reinforced his learning in school. When it counted, he put his knowledge and skills to use and his actions resulted in a very quick response by the fire department to help his mom.

## **Holden**

### **◆ Drew Romanski**

In the early morning of June 21, 2010 at approximately 5:56 a.m., 12-year old Drew Romanski's father lay unconscious on the kitchen floor of his home. Jennifer Romanski stated that her son Drew has autism and he usually wakes up around 6:00 a.m. and comes into the bedroom to cuddle. Drew has a very quiet and low key demeanor, but on this day, for some reason Drew woke up, went downstairs into the kitchen and discovered his father unconscious. He immediately went upstairs to notify his mother. She was in such a sound sleep; Drew needed to be forceful to wake her and to inform her that something was wrong with "dad". Because Drew was able to step outside of his usual comfort zone he proved to be the key person responsible for saving his father's life.

## **Lynn**

### **◆ Dylan Badger**

At midnight on August 18, 2009, 16-year old Dylan Badger arrived from the airport at his dad's home. Both of them smelled smoke shortly afterwards. Dylan's dad observed heavy smoke coming from the rear of a neighbor's house. Dylan followed his father's instructions and went outside and discovered that the house was on fire. Dylan called his dad on the cell phone and attempted to alert the occupants inside by ringing the doorbell and pounding on the outside door. Both Dylan and his dad called 9-1-1. Dylan found a garden hose at the side of the house and succeeded in putting out the fire before the Lynn Fire Department arrived.

## **North Reading**

### **◆ Kristen R. Galvin**

On April 25, 2010 at 9:50 a.m. 4-year old Kristen Galvin was eating her breakfast when she spotted a large fire through the woods on the next street over. She quietly went and told her father that she needed to show him something important. Kristen's father is a captain on the North Reading Fire Department. Kristen pointed in the direction of the fire, Captain Galvin witnessed flames approximately thirty feet in height and not knowing whether there was a house or car fire in progress quickly dialed 9-1-1. He investigated further and found a large pile of brush on fire in the driveway approximately twenty-five feet from a house. The radiant heat from the fire was so intense that it melted the headlights and car cover of two vehicles parked in the driveway. Kristen's actions resulted in a quick response by the fire department and the fire was extinguished before it could cause any further damage.

## **Springfield**

### **◆ Ian Marron**

On the morning of February 14, 2010 at 4:30 am, 9-year-old Ian Marron awoke to the sound of smoke alarms going off in his manufactured home. He immediately realized that there was a fire in his house and without hesitation Ian ran to awaken family members, one of whom has a hearing impairment. After waking everyone Ian remembered from his S.A.F.E. education in

school and at community events to go directly to his family meeting place in front of the house. Ian also remembered from his training not to return to a burning building which was a hard desire to fight because he wanted to save his beloved dog DJ, who perished in the fire. During the fire, a neighbor who witnessed the emergency called 9-1-1.

## **Wakefield**

### **♦ Tommy Frohlichstein + Mila Frohlichstein**

On the evening of January 13, 2010 at 6:30 p.m. 6-year old Tommy Frohlichstein's mother was dealing with a smoke condition in their house caused when she started a fire in the fireplace and the damper accidentally left in the closed position. She told him to call for help. Tommy called the seven-digit emergency number for the fire department and reported that smoke alarms were going off and there was smoke in the house. He spoke clearly, stayed calm, gave the correct address, and waited for instructions from the dispatcher. After receiving instructions, he went outside with his 4<sup>th</sup> grade sister. Mila stayed calm, observed her brother correctly report the emergency and immediately assisted her younger brother and mother in exiting their home together to the meeting place. Tommy and Mila's quick actions resulted in a very quick response by the fire department.

### **♦ Alec Simcox, Brandon Barnes, John Andrews, Justin Swarez, Danielle Benedetto, Cheyenne Chavers, & Morgan Chavers**

On Wednesday, March 31, 2010, 12-yearold Domenic Bruno was injured and in need of immediate assistance. His friends rushed to his side and rendered care. Together they provided direct pressure to stop the bleeding, wound care, provided calm reassurance, and called 9-1-1. One friend ran to alert a police officer working a detail up the street from the incident. The Officer rendered first aid and used his radio to request a medical response by the fire department and ALS. Thanks to the quick actions and coordinated efforts of all parties involved Dominic received the proper care and assistance when it counted.

## **Weymouth**

One July morning after a Weymouth block party where fireworks had been used, a group of four 8 to 12 year old boys found a pack of unused fireworks. Resisting temptation was great for this group of boys, but they did not touch the fireworks; they simply went and told an adult what they had found. This incident could have turned tragic, but it didn't.

## **Wilbraham**

### **♦ Michael Farnham**

On the evening of January 21, 2010, 14-year-old Michael Farnham phoned 9-1-1 after a serious medical emergency occurred at his home involving his 3-year-old sister. Michael remained calm; his sister could be heard crying in the background as he described the emergency in detail to the operator and gave her emergency care while awaiting the arrival of the fire department and EMS personnel. Michael's parents credit his actions to first aid lessons he learned in school from the Wilbraham Fire S.A.F.E. Program and reinforcement of those skills at home.



## **MFA Public Education Training**

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### **MFA Public Fire and Life Safety Educator**

The Mass. Firefighting Academy offered two *Public Fire and Life Safety Educator* courses (*PF&LSE*) and had 38 students complete it in FY 2010. This course is a 5-day program designed to provide a community with the basis for a solid public education program and is designed to properly train the lead S.A.F.E. educator. The course covers child development, how people learn, with focus on different learning styles and the seven intelligences, lesson planning, curricula evaluation, public speaking, program evaluation, connecting to the curriculum frameworks, and concludes with students presenting a segment of instruction on a given topic for a specified age group. The class uses the *MA Public Fire and Life Safety Education Curriculum Planning Guidebook* extensively to learn to develop age-appropriate lesson plans using the key fire and life safety behaviors connecting the Department of Elementary and Secondary Education's curriculum frameworks.

### **Public Education Presentation**

The Massachusetts Firefighting Academy offered one *Public Education Presentation course* (*PEP*) and had 14 students complete it in FY 2010. This 12-hour course is designed to assist firefighters involved with public fire and life safety education within their communities. Upon completion of this program, students will understand the basics of classroom presentation, methods of instruction, teaching techniques and how to develop and utilize a lesson plan. Topics covered include: what is fire and life safety education; why is it important; curricula evaluation; lesson plan development and use; communication skills; creativity; classroom management; and student presentations.

## Other S.A.F.E. Events

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### **15<sup>th</sup> Annual MA Fire & Life Safety Education Conference in Devens**

Over 150 classroom teachers, nurses, firefighters and injury prevention experts gathered at the Devens Commons Center on September 23 and 24, 2009 for two days of training and skill development in 30 workshops and four general sessions presented by 40 speakers. There were core workshops offered for new fire and life safety educators, workshops on new ideas, programs and teaching techniques to keep educators current; and workshops to continue to challenge and develop the skills for experienced educators.

State Fire Marshal Stephen D. Coan presented the *2009 Fire and Life Safety Educator of the Year Award* to Upton Fire Department Fire Fighter Bonnie Lopez. Firefighter Lopez received the *2009 Fire and Life Safety Educator of the Year Award* for her dedicated work using her early childhood education degree to deliver effective community education programs at all age levels, mentoring other fire fighter-educators, and partnering with area businesses to support fire education programs. Eight finalists were also honored:

1. Lieutenant James Armstrong, Yarmouth Fire Department
2. Inspector Michael Arruda, Fall River Fire Department
3. Mr. Arthur Burtman, American Red Cross of Massachusetts Bay
4. Christine M. Farrell- O'Reilly, Massachusetts Department of Public Health
5. Nicholas Garrity, Lanesborough
6. Lieutenant William McCarthy, North Andover Fire Department
7. Firefighter Pamela Murphy, Agawam Fire Department
8. Lieutenant Robert Reardon, Yarmouth Fire Department

### **Fresno's Fire Chief Randy Bruegman Keynote Speaker**

Randy Bruegman, Fresno (CA) Fire Chief delivered the keynote address, *Framing Your Message to Make a Difference*, on September 23, 2009. Chief Bruegman is featured in many of the Fresno California Fire Department's video public service announcements (PSA's)

<http://www.fresno.gov/Government/DepartmentDirectory/Fire/PSA/Default.htm>. These PSA's manage to grab the audience, and using humor and high production quality they inform, educate and persuade the public. One of the best known is the one on residential fire sprinklers that makes the case that a fire sprinkler is like having a fire fighter in every room. He is also a noted lecturer and author on leadership and managing change in the fire service. He served as president of the International Association of Fire Chiefs from 2002-2004 and currently serves as president of the board of directors for the Center for Public Safety Excellence.

### **Fire Prevention Week 2009**

National Fire Prevention Week was October 4-10, 2009. S.A.F.E. educators across the state were involved in activities to promote fire and life safety to all segments of their communities. Many fire departments spent the month of October conducting their school programs visiting hundreds of classrooms; hosting class tours of the fire station; visiting senior centers; and holding fire station open houses open to the entire community. This year's theme *Stay Fire Smart, Don't Get Burned*, focused on preventing the leading causes of home fires - cooking, heating, electrical and

smoking materials. Nearly 75% of building fires and two-thirds of fire deaths occur in the home - the place we feel safest.

## **Partnerships Formed in the S.A.F.E. Program**

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The S.A.F.E. Program provides fire departments with an opportunity to form partnerships with various organizations when educating children and the larger community.

During FY'10, these organizations included the following:

Action Ambulance	Falmouth Hospital
American Heart Association	First Alert
American Red Cross	Fitchburg Municipal Credit Union
American Medical Response	Foodies Supermarket
Austin Neighborhood Association	Hannaford Supermarkets
Balloonatics	Hanover Mall
Baptist Church	Harrington Hospital
Baskin Robbins	Health Alliance Hospital
Bay State Gas	Heritage Baptist Church
Baystate Hospital	Hillside Agricultural Society
Blue Cross Blue Shield	Home Depot
Big Y Supermarkets	Howe Lumber
BJ's	Intel
Bliss Bros.	IPG Photogenics
Bob's Discount Furniture	Kidde
Bright Start Day Care	Kiwanis
Cambridge Savings Bank	Knights of Columbus
Canoe River Campground	Lees Market
Capuano Health Care	Legion Housing Corps.
Caritas Good Samaritan MC	Leominster Hospital
Cataldo Ambulance	Liberty Pizza
Chicopee Electric Light	Lions Club
Child First	Little Voices Matter
Citywide	Local Boys/Girl Scouts
Cooley Dickinson Hospital	Local Chamber of Commerce
Costco	Local Health Department
Cumberland Farms	Local Library
Cummings Park	Local Police Department
CVS	Local Schools
Dugas Music Store	Lowe's
Dunkin Donuts	Lyons Fire Extinguisher
Ed Connelly Insurance	MA Dental Society
Elks	Main St Foundation
Emerson Hospital	Mary-Lane Hospital
Endicott College	Mason Lodges
ESCAPE	Mass Emergency Center
Essex Agricultural Association	Mass General Hospital
Essex County Fire Prevention	

## **Partnerships Formed in the S.A.F.E. Program (continued)**

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Phelan Insurance	Target
Price Pizza	Toys r us
Quincy College	Triad Driving School
Reading Municipal Light	Trimark
Red Cross	Tufts University
Red Robin	UMASS Memorial Marlborough Hospital
Retired B&M Railroad Club	United Way
Rogers and Gray Insurance	Varney's Garage
Sal's Pizza	W.R. Grace
Seniors And Law Enforcement Working Together Program (SALT)	Walgreens
Sam's Club	Wal-Mart
Seven Hills	Webelos
Shaw's Supermarkets	Wheaton College
Shriners	White Hen Pantry
Sonoco	Winchester Hospital
South Shore Plaza	Wingate Corp
Squantum Gardens	Wonder Days
St Brendan's Parish	Wyeth Research
St Gobain Corp.	Young Men's Christian Association (YMCA)
St. Vincent DePaul Society	

## Community Education Activities

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The following examples of innovative local S.A.F.E. Programs clearly demonstrate how fire departments continue to be creative in their community public education efforts. These community events are in addition to the core classroom-based S.A.F.E. programs.

<b>Arlington</b>	File of Life, Town Day
<b>Belmont</b>	Town Day, Open House
<b>Boxborough</b>	Open House, Life Safety Lectures to Elders, Community CPR
<b>Cambridge</b>	Business Safety/Health Fairs, Open House, Annual Science Fair
<b>Chelsea</b>	Back to School Safety Day, National Night Out
<b>Foxborough</b>	YMCA Kids Health Fair and Fire Safety Gymnastics
<b>Harvard</b>	Family Fire Muster, Fire Safety Birthday Party, FF for a Day
<b>Hopedale</b>	Upton Summer Camp, Mock DUI, Vehicle Fun Day
<b>North Reading</b>	Open House, Halloween Party, Senior Fire Safety Talk
<b>Oxford</b>	School Lunch w/ Firefighters, Fire Extinguisher Training
<b>Quincy</b>	Elderly S.A.F.E. Talk, August Festival
<b>Sandwich</b>	Babysitting course, Railroad Safety
<b>Springfield</b>	Fire Safety Day at Shriner's Orthopedic Hospital
<b>Topsfield</b>	Topsfield Expo, Topsfield Fair
<b>Warren</b>	Open House, Life Guard Park Safety, Bike Safety
<b>Wayland</b>	Halloween Party, Fire extinguisher class
<b>Westford</b>	Fire Department Muster
<b>Westport</b>	Family Day w/ Santa, Summer Camp
<b>Winchester</b>	Health Fairs, Town Day
<b>Woburn</b>	Seasonal Safety Talk, Woburn Touch-a-Truck
<b>Worcester</b>	Father's Day Festival, Teddy Bear Clinic